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ABSTRACT

This bibliography lists, describes, and identifies 153 sources of pertinent information about extended school year programs. The material is organized into (1) books, pamphlets, articles, and reports; (2) theses and abstracts; and (3) filmstrips and bibliographies. Those items available through the ERIC system are so indicated. (Author/MLF)

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ANNOTATED BIBLIOGRAPHY

EXTENDED SCHOOL YEAR MATERIALS

REVISED

EXTENDED SCHOOL YEAR PROGRAMS

Office of Program Development
Division of Research, Planning and Evaluation
New Jersey Department of Education
1000 Spruce Street
Trenton, New Jersey 08638

May 1973

EA 005 307

This bibliography lists, describes and identifies a source for the most pertinent information about extended school year programs currently available. That this revision is nearly twice the size of previous editions illustrates the growth in ESY activities across the nation.

Special acknowledgement is due Dr. Lillian White-Stevens for countless hours of review and revision. Without her unflagging efforts this revision would have remained a desirable but inaccessible goal.

The Office of Program Development cannot supply the listed materials. It is suggested that inquiries and orders be directed to the publisher of each item. This Office will continue to lend every possible assistance to districts with specific questions.

Bruce Campbell, Director
Extended School Year Programs

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EXTENDED SCHOOL YEAR MATERIALS

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I. BOOKS, PAMPHLETS, ARTICLES AND REPORTS

Adams, Velma. "The Extended School Year: A Status Report". School Management. Vol. 14, p. 13-19. June 1970.

Popular article explores the ESY concept; lists standard arguments and counter arguments; discusses experimentation with various types of year-round plans, both abandoned - (Aliquippa and Oil City, Pa. and Syosset, N. Y.) and current - with particular stress on Atlanta, Ga., Hayward, Calif., Valley View, Ill., and St. Charles, Mo. Lists information sources and addresses.

Alam, Sami J. The Four Quarter Plan and its Feasibility for the Port Huron Area School District. Lansing, Mich. The Michigan State Department of Education. 268 p. 1970.

Report describes the community and the basis for the study. Traces the history of the year-round school and delineates briefly four types of year-round plans. The assigned vacation quarter plan, viewed as alleviating overcrowding without requiring additional buildings, was selected for in-depth study of its educational feasibility. The results detail impact of the plan on curriculum, scheduling, athletics, maintenance, budget, students, staff and community. Details procedures and instruments used in implementing the study. An extensive bibliography, partially annotated, is provided.

American Association of School Administrators. 9+ The Year-Round School. Washington, D. C. 36 p. 1970.

Defines four major extended school year plans: a staggered quarter for all; a full 48-week schedule; a voluntary summer program; a summer program for professional personnel. Discusses in detail the multiple trails plan. 140 item bibliography included.

Ames, Robert G. "Why One District Rejected Year-Round Schools". Nation's Schools. Vol. 84, p. 94. Dec. 1969.

Brief article summarizes findings of a survey in Germantown, Wisc., to determine community and staff attitudes towards extending the school year, using any one of 5 plans. Eighty per cent of responses opposed all alternatives for year-round operation, citing as objections disruptions in: family vacations; summer school for teachers; summer camp; summer building repair and maintenance; other problems.

Anderson, B. Robert. "'Four Quarter' Makes a Whole Year in Atlanta". School Management. Vol. 16, p. 7-11. June 1972.

Article describes the 4-quarter system in the Metropolitan Atlanta area involving 300,000 students, at close of its fourth year of operation. In interview with Dr. E. Curtis Henson, Assistant Superintendent for Instruction, the author details the development of the plan; the necessary revision of curriculum; reasons for failure of other year-round school plans; benefits of the Atlanta plan; and the steps taken to develop new teaching guidelines. Stresses new learning opportunities for students and increased guidance responsibilities of the teacher. Includes sample flow-chart of student's progress from more basic courses to specialized areas, and a special analysis of the computer's role in four-quarter scheduling.

Ann Arbor Public Schools. Implications of Instituting a Split-Trimester Calendar Plan in the Ann Arbor Public Schools. A Feasibility Study Report. Ann Arbor, Mich. 360 p. June 1970. Eric #ED 050 494.

Comprehensive report presents design, procedures and findings of the Ann Arbor Split-Trimester Feasibility Study, undertaken to improve educational opportunity in an economically feasible and socially flexible way. Preface traces the school reform movement. The plan is based on a school year of 216 days, organized into 6 split-trimester terms, with students attending 5 terms for a total of 180 days, and provides a general 30-day summer vacation in addition to the elected split-trimester vacation term. Details study organization procedures and reports of all committees. Findings are summarized under 3 headings: economic feasibility, instructional feasibility, and social feasibility. Concludes plan is economically feasible for any school district undergoing rapid pupil growth rates. Appendices include detailed reports and analyses by the Instructional Feasibility Study Committee, the Class Scheduling Study Committee, and the Economic Feasibility Study Committee. Also provides questionnaires and findings of the Community Survey Committee.

Arkansas School Study Council. Mt. Sequoyah National Seminar on Year-Round Education. Fayetteville, Arkansas: Arkansas School Study Council. 66 p. 1969. Eric #ED 040 498.

Publication consists of excerpts of thirteen speeches delivered at the first national seminar on year-round education, established as a clearinghouse of information related to extended school year plans. Includes a general summary of speeches, lists of seminar consultants and participants.

Atlanta Public Schools. Effective Instruction, A Report on the Four-Quarter Plan of Organization. Atlanta, Georgia: Atlanta Public Schools. 34 p. 1968. Eric #ED 028 544.

Describes four quarter plan implemented by Atlanta Public Schools in 1968. Gives background and rationale for year round education, organizational structure established for revising the curriculum, samples of courses, reports to parents and pupils concerning the program.

Bauman, W. Scott. The Flexible System, an Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. Toledo, Ohio: Business Research Center. 46 p. Mar. 1966. Eric #ED 011 688.

Examines the possible instructional and financial advantages of a quarter system in the public schools. Details two flexible systems: the pupil rotation plan and the constant quarter plan.

_____. The School Calendar Dilemma - A Solution for the Approaching Crisis. Eugene, Oregon: Bureau of Business and Economic Research, Oregon University. 5 p. June 1969. Eric #ED 033 436.

Article based on address presented at a conference sponsored by the Florida State Department of Education. Suggests combating the rising costs of education by substituting a four-quarter rotational program for the traditional school calendar. Details advantages of plan.

Beckwith, Robert M. A Practical Adventure for American Education. The "Valley View 45-15 Continuous School Year Plan". Lockport, Ill. Valley View School District #96, Research and Development Office. 15 p. Undated.

Describes the 45 day school attendance and 15 day vacation plan of Valley View School District in Romeoville, Ill. Gives historical background of the decision and early planning activities. Provides thorough description of advantages, operational details, and problems. Raises and answers general questions about the plan and offers suggestions concerning planning and implementation.

_____. "The Valley View 45-15 Continuous School Year Plan." American School and University. Vol. 43, p. 19-28. Nov. 1970.

Comprehensive analysis of the Valley View 45-15 plan wherein staggering beginning dates, with three-fourths of the students in school and one-fourth on vacation, allows a financially-limited school district to optimize its facilities as a means of increasing educational opportunity. Surveys historical perspective of ESY plans and pre-implementation procedures for the 45-15 plan. Details answers to problems and questions arising therefrom and criteria for success. Includes diagram of the operative 45-15 plan.

Bentley, Ernest L. and others. Four-Quarter School Year - Results of an Exploratory Study of the Four-Quarter School Year in Metropolitan Atlanta. Supplementary Educational Center. Atlanta, Ga. 44 p. 1969. Eric #ED 041 382.

Report describes exploratory study of the Four-Quarter School Year in Atlanta, conducted to develop procedures and instruments to be used in a later comprehensive examination of the plan. Surveys historical perspectives - types of plans, procedures for implementation; details the method of the exploratory study including questionnaires and interviews; summarizes the results. All groups interviewed - superintendents and steering committee members, students, parents, teachers, principals and community influentials - favored continuation of program, with expressed reasons. Also, basic agreement on changes needed, reasons for change, possible advantages or disadvantages of the program, and the state of implementation. Appendix includes questionnaires sent to students, parents and professionals, with summations of data.

Bouwman, Clark. "Deschooling the Semester". Liberal Education. Vol. 57, p. 488-99. Dec. 1971.

Article advocates adoption of the 4-1-4 plan in higher education, whereby the academic program is divided into two 4-month semesters (each with 4 courses) separated by a 1-month period (Jan.) with just one course or project. Presents brief history and widespread growth; describes its operation; cites instances of use; appraises its potential as a necessary spur to curricular innovation and revival of liberal learning.

Boxer, Karen and others. Evaluation Report: 1971 Summer Quinmester Program. Dade County Public Schools, Miami, Fla. 57 p. Sept. 1971. Eric #ED 058 667.

This evaluation report, essentially a continuation of the Review of the Status and Projections for the Dade County Quinmester Extended School Year Program, April '71 (ED 058 666), considers the results of the first summer quinmester (June 14 - Aug. 16, '71) at 5 pilot high schools enrolling 2,572 pupils, 100 teachers, 5 principals. Results, generally favorable, summarized in terms of attendance, academic achievement, general reactions, scheduling, curriculum, staffing, vacations, employment and graduation considerations. Discusses the general feasibility of the Quinmester ESY program through questionnaire responses from parents, pupils, teachers, administrators, business and industrial community, the educational community and other community agencies and citizens, summarizing results on tables. Appendix includes data on collection procedures.

Cammarota, Gloria and others. Extending the School Year. Washington, D.C. Association for Supervision and Curriculum, National Education Association. 60 p. 1961

Several organizational plans for summer programs are discussed with preference given to the voluntary one providing enrichment and improvement education for students and in-service education for teachers. Guiding principles for development of such a program are presented. The programs in Rochester, Minn. and Langhorne, Pa. are discussed as models.

Christian, Floyd T. "The Expanded, Extended School Year in Florida". Compact. Vol. 4 (6). p. 46-8. Dec. 1970.

Florida's State Commissioner of Education presents his state's plans for expanding and extending the school year. Details history of the state department's involvement in research and service; legislature's actions in funding and permission; higher education's involvement, as community colleges are all on a modified trimester or quarter system and universities on the quarter system. Describes Dade County's new quinmester program - its operation, advantages and community changes effected. Lists questions to which evaluative answers must be sought.

Cincinnati Public Schools. The Quarter Plan in Cincinnati. Cincinnati, Ohio: Superintendents' Committee on Year Round School. 74 p. Dec. 1969.

Feasibility report on the Quarter Plan. Part I deals with improvement of instruction resulting from a more comprehensive total program organized in shorter periods of time and greater flexibility in student scheduling. Shows illustrative features of possible science, social studies, and vocational education classes under the quarter plan. Part II emphasizes aspects of the plan relating to operation, particularly budget implications and logistics of pupil housing. Discusses productive costs such as technical overstaffing, the use of the carnegie unit, vocational ed., use of plant and staff in relation to the plan. Explores potential for experimentation with extended use of the plant through rotation of pupils and with reducing operating costs through the five period day.

Clinchy, Evans and others. Schools: More Space/Less Money: A Report. Educational Facilities Labs., Inc. New York, N.Y. Educational Planning Associates, Inc. Boston, Mass. 85 p. Nov. 1971. Eric #ED 060 529.

Report collects all alternatives that help solve school space problems. Discusses the sources of "found" space in a school district (outdated school buildings and little-used industrical or public buildings); economical alternatives providing new or modernized or unconventional school space at a reduced cost. Discusses and locates programs that effectively increase operating capacity of school buildings, singly or in combination; (1) Extended school day; (2) Extended school year; (3) Open campus schools; (4) Home-base schools, utilizing concepts of "Education Without Walls" (EWOW) or resource centers in the community. Emphasizes new ways to build: (1) floating schools (boats, barges); (2) geodesic domes; (3) inflatable bubbles; (4) joint occupancy - with commerical space or with other municipal facilities. Includes diagrams of projects and an appended list of information sources for each concept.

Cole, Wilma. The Year Round School. Paper presented at the National Association of Elementary School Principals Annual Meeting. Cleveland, Ohio: April 17-22, 1971. 8 p. Eric #ED 050 455.

Describes how the Fancis Howell School district overcame problems of student overpopulation through the adoption of a calendar providing nine week sessions followed by a three week vacation. Discusses some of the problems encountered since the inception of the program in July, 1969 and solutions that were developed.

Coutts, H. T. and Bergen, J. J. "A Modified School Year: A Proposal for Alberta". Education Canada. Vol. 9, p. 23-7. Sept. 1969.

Authors propose new plan for year-round education in province of Alberta, which provides for two semesters and an optional summer program. Basic requirement is the use of the Christmas recess as a division point between two semesters, thus establishing two entry points for high school graduates to colleges. Review general background, trends in Alberta, reasons for change and a brief for their plan, listing advantages for students and for teachers. Explore anticipated problems and append an ESY bibliography.

Craigmile, James L. and Hymer, Robert. An Educational Evaluation of the Year-Round Schedule in Becky-David Elementary School. St. Charles, Missouri. Francis Howell School District. 35 p. July 1970.

An analysis of the educational effects of the Becky-David year-round school plan. Describes the plan, which divides students into four groups, each attending school for nine weeks followed by a three week vacation. Includes data on reading and arithmetic scores among Becky-David 4th through 6th graders and a control group. Presents results of polls measuring parental attitudes and opinions.

Cranston School Department: Project Pacesetter - The Continuous School Year: The Cranston Quadricycle Plan for a Continuous School Year Cranston, R. I. 131 p. and appendices. March 1972.

Report on the progress, findings and conclusions of Project Pacesetter, initiated to explore the methods and feasibility of year-round schools to enhance the potential for learning. Major areas explored: curriculum, the proposed model, cost analysis and results of 5 surveys of teachers, students, citizens, business and recreation segments of community. Background historical material explores types of year-round schools and the school systems using them. Details procedures involved in the study. Outlines the Continuous School Year Quadricycle. Includes data from 5 surveys, analysis of results, conclusions, survey viewpoints, and cost analyses. Appendices include dissemination material, pamphlets, listings of persons involved.

Cuddy, Edward H. The Year Round School or the Rescheduled School Year. Indianapolis, Indiana. Warren Township Independent School District. 119 p. Sept. 1969. Eric #ED 041 364.

In depth study examines literature on the year round school concept, the experiences of those who have tried it, and recent trends in this direction. Details guidelines used in developing the study. Describes ten different plans for year round schools, assesses year round schools in general, and discusses the year round program of Warren County. Includes an overall summary and bibliography of 59 sources.

Cypress, Beulah. "Split Sessions Are not the Same as the Plague". American School Board Journal. Vol. 158, p. 28-29. Oct. 1970.

Article cites Dade County (Miami), Florida as evidence that double sessions have many advantages when schools are faced with urgent needs to increase capacity. Pilot project in 1969-70 initiated 10 hour program (2 sessions) in five junior and senior high schools. Evaluation survey of principals, students of both sessions, and parents indicates advantages outweigh disadvantages, with goals of increased capacity achieved at little extra cost and little threat to educational or extracurricular efficiency.

Dade County Public Schools. Authorized Courses of Study for the Quinmester Program. Curriculum Bulletin 10. Miami, Fla. 525 p. April 1972. Eric #ED 065 735.

Voluminous master catalogue lists and describes comprehensively the 9-week courses of study which form the basis of the curriculum for the quinmester ESY program. Courses listed, mostly nonsequential and nongraded, are those developed for the pilot schools, wherein each school selects its own courses based on student interests, school facilities and staff availability. Interdisciplinary concept has been incorporated, in that courses carrying credit in several areas are listed under each subject area. Explains graduation requirements and special programs K - 12. This catalogue supersedes the edition published in March 1971, "Catalogue of Authorized Courses of Study for the Quinmester Program in Dade County Public Schools." (Eric #ED 058 670).

_____. The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program. Miami, Fla. 39 p. Feb. 1972. Eric #ED 062 689.

Document reports on the status of the quinmester program at 7 pilot schools, outlining their evaluation and operational concerns. The quinmester curriculum is being implemented or studied by 38 other secondary schools. Final section outlines expansion plans recommended for the program during

the summer of 1972 and for subsequent years, to include 19 secondary schools and 6 elementary schools. Discusses the direction to be taken for elementary schools involvement, and future evaluation design and recommendations to be considered by the school board. Further depth study is needed for (1) student scheduling, (2) student records, (3) instructional materials and (4) educational guidance.

_____. A Review of the Status and Projections for the Dade County Quinmester Extended School Year Program. Miami, Fla. 48 p. April 1971. Eric #ED 058 666.

Document summarizes the evolution of the quinmester ESY program at Dade County implemented at 5 pilot high schools. This resulted from a 1969 study of alternative plant utilization plans for the most efficient use of school facilities so as to reduce the need for capital expenditure during the next 5 years. Discusses background of the plan and procedures. Explores (1) fiscal implications including analysis of projected costs; (2) evaluation plans in specific areas; (3) plans to review administrative practices; and (4) specific recommendations concerning future development of ESY programs following the evaluation of the quinmester plan implemented in the 5 pilot schools in summer of 1971. Appendix includes fiscal tables and questionnaires sent to both business and academic communities.

Delaware State Department of Public Instruction. Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. Dover, Delaware. The Department, Division of Research and Publications. 60 p. 1969. Eric #ED 036 886.

Summarizes findings of feasibility study based on a literature survey, school visitations, and consultations with leading authorities. Classifies rescheduled school year plans into three types: staggered attendance, summer program, and extended term. Analyzes and compares the three types. Includes a 90 item annotated bibliography and a comparative cost analysis of the traditional year plan versus the extended school year plan.

Dennard, Rebecca. "The Twelve-Month Four-Quarter School Year". Journal of Health, Physical Education, Recreation. Vol. 40, p. 40, 57-8. Oct. 1969.

Author, director of health and physical education for Fulton County Schools, Atlanta, presents the highlights of the 4-quarter plan, after its first year of implementation, particularly as they relate to the fields of health and physical education. Describes the operation of the plan; the

development of the new physical education curriculum, wherein grouping is by skill levels rather than by grade; the special courses designed for the summer quarter; and detailed procedures for scheduling.

Desmond, Richard L. "The Enigmatic Trimester Calendar". Educational Record. Vol. 52, p. 371-6. Fall 1971.

A brief for the trimester calendar as having "the greatest potential for maximum utilization of time, campus facilities and faculties" in higher education. Analyzes advantages and disadvantages of the system; surveys its history; speculates on reasons for current disuse and prospects for its revival, with suggested measures necessary for its success.

Detroit Lakes Senior High School. The Detroit Lakes Plan - An Experiment in Curriculum. Independent School District No. 22. Detroit Lakes, Minn. 232 p. 1968.

Report is an evaluation of new curriculum, "The Detroit Lakes Plan", divided into 5 phases covering a period of 3 years. Phase I explains the old curriculum and projection of the new Quarter Plan; includes goals, philosophy of curriculum development, general organization of courses and staff, and an explanation as to how the curriculum would be evaluated. Phase II considers the first year under the plan and problems encountered. Phase III continues same, with emphasis on evaluation of students and departments, and suggested changes to be made. Phase IV re-evaluates the plan after 2 years, stressing its impact on students, teachers and community, and resulting department changes. Phase V provides complete re-evaluation covering the 3-year period of the federal grant delineating impact on students, teachers and community. Emphasis given to objective test results and opinion surveys of the students. Lists advantages and disadvantages of the plan. Includes final departmental evaluations with overview of course material. Thirty-four page appendix comprises registration and course synopsis manual. Report contains tables of comparative achievements and questionnaires to students and graduates.

Dillingham City School District. The Nongraded - Trimester - Minicourse Concept: Report to Date. Dillingham, Alaska. 51 p. May 1971.

Report on the evolution, implementation and evaluation of a new schedule and curriculum designed to provide students and teachers the opportunity to determine their educational experiences, in a small high school (grades 7-12) of 140 students and 10 teachers. Plan comprises over 200 1/2-credit minicourses offered in a variety of time arrangements; all courses nongraded through 9th grade; junior high students given the opportunity to schedule into regular high school level courses; school year

divided into 60-day trimesters and 63-minute time blocks comprising three 21-minute modules. Charts favorable reactions from students, teachers and outside evaluators. Appendices include sample schedules for 3 years (68-71); course offerings and descriptions; observations and evaluations by superintendent, teachers and consultants; student and teacher questionnaires, and charts on attendance statistics.

District of Columbia Public Schools. McKinley High School Quarter System. Evaluation Report. School Year 1970-71. Washington, D. C. 48 p. Sept. 1971. Eric #ED 062 686.

Report is an evaluation of advantages and disadvantages of two years of operation on a quarter system at McKinley High School, in which the Sept. through June school year was divided into four 9-week instructional periods. Of 1,337 administrators, teachers, and students responding to the survey, 57% liked the quarter system, 27% did not and 16% were undecided. Contains questionnaires; percent distribution and rank order of responses categorized by interest groups, i.e. administrators, counselors, teachers and students; and write-in comments and suggestions.

Dockterman, Clifford L. "The California Experiment: A Case Study". Compact. Vol. 4 (6), p. 29-30. Dec. 1970.

Article presents California's experiences with year round schools at the university level: Berkley and Los Angeles campuses instituted the 4-quarter system in 1967, abandoned the summer quarter in 1969 as fiscally unsound. Task force now reviewing alternative year round programs, with either a mandated summer quarter, or summer use of campus for other professional fields. Stresses need for specially designed summer programs.

Driscoll, Thomas F. "School Around the Calendar". American Education. Vol. 7, p. 21-23. March 1971.

Popular article describes, in positive terms, the Valley-View 45-15 Continuous School Year plan -- how it works, the holidays, vacation periods, benefits to pupils and teachers, economic advantages, and effects on community's way of life. Includes guidelines for other school districts in planning and implementation.

Educational Research Service. The School Day for Teachers and Pupils, 1970-71. Washington, D. C. 42 p. Aug. 1971. (ERS Circular No. 4, 1971) Eric #ED 057 455.

Document reports findings of study made to ascertain if the ESY program has been established in larger school districts which have greatly expanded their curriculum offerings. Information on the length of the school day (and lunch periods) for teachers and pupils was requested from the 575 largest school systems. Of the 310 usable replies, data revealed that the median school day in systems enrolling 12,000 or more students was shorter in 1970-71 than in 1964-65. Describes procedures; presents survey results in tabular form by school district enrollment size and grade level. Appendix lists legislation and regulations of all states regarding length of school day per pupil, Oct. 1970.

Educational Turnkey Systems: 45-15 And The Cost of Education. Prince William County Schools, Prince William County, Virginia. 37 p. 1972.

Draft report gives an in-depth evaluation of the predictable economic effects of a 45-15 calendar versus a traditional term calendar for Prince William County, Va. Economic comparison in terms of staff, (instructional and support) and facility (buildings, furnishings and equipment) is described and documented. Actual economic comparison of 45-15 with traditional term is made for the Godwin Middle School. Approximate effect of 45-15 on the cost of Elementary programs is also included. Considers sensitivity of the basic results to later county-wide modification of 45-15 including a 45-15 "Start-Up Cost" analysis.

Ellena, William J. "Extending the School Year". Today's Education. NEA Journal. Vol. 58, p. 48-49. May 1969.

Article explores the extended school year concept and the reasons for its implementations. Surveys briefly and identifies the better known plans: staggered term; continuous school year; voluntary summer program; ESY for professional personnel only; two "drawing board" proposals -- continuous school year plan and multiple trails plan. Includes helpful guidelines for establishing the need for, and implementation of, an ESY program.

Fain, James C. Curriculum Revision Based on Behavioral Objectives For Twelve-Month, Four-Quarter Schools. Final Report. Atlanta Public Schools. Atlanta, Ga. 40 p. Mar. 1971. Eric #ED 051 578.

Report outlines the development of a new, learner-oriented high school curriculum, designed toward behavioral objectives, and feasible for 12-month, 4-quarter schools. Task forces aided by inservice workshops recommended development of 506 courses in 12 subject areas and completed curriculum guides for 357 of these courses. Includes background information on the 12-month school; organization, membership, recommendations of the task forces; and a summary of findings from questionnaires to pupils, parents, teachers and others for their evaluation of the 12-month school. Appendix contains bibliography on year-round schools, and curriculum guides.

Farnsworth, James S. "Legislative Action in Michigan". Compact. Vol. 4 (6), p. 18-20. Dec. 1970.

A member of Michigan's legislature urges legislators to consider seriously the economies and efficiencies inherent in the ESY concept, in the face of dramatic increases in educational costs. Explores the basic 4-quarter plan; presents standard arguments for financial and educational advantages and oppositions to the concept; lists Michigan's legislative efforts, stresses the need for change from the luxury of the 9-month school year.

Fawkes, William J. "Double Sessions: High Cost of Saving Money". Clearinghouse. Vol. 44, p. 76-77. Oct. 1969.

Article advances arguments against double sessions as a weak form of education that is costly in terms of increased taxation and decreased educational dividends. Details results of double expenses, weakened curriculum, and an eroding educational system affecting the spirit and intellectual progress of the students and community, both in scholastic factor and extra-curricular activities.

Finchum, R. N. Extended Use of School Facilities. School Plant Management Series. Washington, D. C.: Department of Health, Education and Welfare Report No. OE-21035. Office of Education. 108 p. 1967. Eric #ED 018 071.

Examines extended school year programs in nine representative districts. Reviews practices of facility utilization beyond the standard school schedule by school and non-school groups. Presents concepts of extended day, week and year and purposes of such extensions. Selected bibliography.

Florida Department of Education, Florida Technological University, and Brevard County School System. Proceedings of Third National Seminar on Year-Round Education. Cocoa Beach, Florida: The Department of Education. 150 p. 1971.

Summation of seminar presentations by leading authorities on year-round education. Comprehensive report on three day seminar provides up-date on feasibility studies in progress and on the designs being tested across the country. Definitions, operational distinctions, advantages, and consequences are spelled out. Provides guidelines for working with community. Lists locations of local and state studies and pilot programs.

University of Florida, College of Education. Status of the Extended School Year in 1972. 101 p. Nov. 1972.

Report is result of legislative act mandating a study of ESY plans in other school districts in the nation, with emphasis on plans providing 200 days of instruction. Surveys the historical evolution of the school year. Identifies and briefly describes the major types of ESY plans by two categories - acceleration and nonacceleration. Examines and justifies, with annotated references, 14 generalizations relating to ESY objectives, curricula, facility utilization, financing, staffing, student achievement, public relations. Detailed analysis of 14 identified ESY programs in operation or as proposed concepts. Reference materials include a bibliography, directory with addresses of persons actively involved in ESY endeavors, and a glossary of terms.

Foster - Glocester Regional School. Feasibility of Rescheduling the School Year in Foster - Glocester. Foster-Glocester, R. I. 45 p. 1972.

Feasibility study to determine if year-round schools in Foster-Glocester, R. I. can be educationally efficient and can relieve overcrowded conditions. Explores steps necessary to implement a 45-15 plan for elementary, middle and high school in relation to scheduling and staffing, curriculum development, cost analysis, maintenance and operation, and, most importantly, a community information program. Proposes guidelines for establishing the program. Charts included. Appendix provides tables of comparative cost projections.

Francis Howell School District. Becky-David Year-Round School Questionnaire. St. Charles, Missouri: Francis Howell School District. 9 p. 1971.

Text and results of questionnaire distributed to parents of children attending the Becky-David Year-Round School. Analyzes answers according to the cycles in which the children were enrolled, separating data for the primary and intermediate school. Includes representative comments made by parents for each question.

Frasher, James M. and Bentley, Ernest L. The Four Quarter School Year As Implemented in Metropolitan Atlanta Secondary Schools. Final Report. Georgia State University, Atlanta, Ga. 97 p. August 1971. Eric #ED 058 674.

An evaluation report, prompted by national and local interest, on the status of the 4-quarter ESY program in Atlanta, implemented in 1968; the identification of what is currently operational; and the degree to which the operational plan meets the objectives upon which it was formulated. Factual data gathered from interviews with central office personnel, principals and counselors. A survey instrument was designed, tested and implemented. Reviews historical background of the plan since 1965. Responses received from students and professional staff of 31 high schools from 4 school systems, regarding 6 major areas: administrative variables, social implications, professional enhancement, program flexibility, scheduling flexibility, revised curriculum. Tabulated results, by system, indicate wide diversity between systems and among schools within the systems in achievement levels relative to the objectives for the ideal plan. Includes 24 tables, bibliography and appended observation items from students and professionals.

Freeland Community Schools. "STAY" - Start Teaching All Year. Freeland, Michigan. Extended School Year Study Committee. 421 p. 1970.

Comprehensive report proposes a total operational program for a tri-semester year-round school in which attendance would be compulsory in three 80-day tri-semesters. In depth examination of student scheduling, teacher contract provisions, and curriculum revision including course outlines for all subjects. Includes consideration of the maintenance program, auxiliary staff, transportation, the hot lunch program, community evaluation, and air conditioning. Concluding chapters deal with the history and future of Freeland, financial data, and a building needs comparison.

Fulton County Board of Education. Fulton County Schools Four Quarter Plan. Atlanta, Georgia. 61 p. 1969. Eric#ED049 548.

Report describes the Fulton County course offerings, about 70% of which are quarter courses independent of each other. Lists graduation requirements and course descriptions in twelve subject areas. Describes briefly scheduling procedure.

Fulton County School District. Atlanta's Twelve-Month School - the Four-Quarter Plan. Atlanta, Georgia. The School District. 1968.

A checklist for school business administrators on the problems of implementing and operating a twelve-month school year. Indicates briefly how these issues were dealt with in Metro Atlanta.

Gillis, Reid. The Twelve-Month School. A New Approach. Croft Leadership Action Folio No. 11. New London, Connecticut: Croft Educational Services, 1970.

A three part document in folio form. Each section contains a four page dissertation and supporting tables, appendices, exhibits, bibliographies. Part A reviews the need, outlines the benefits, and discusses the rationale for the year round school. It includes a comparative chart of the characteristics of five extended school year designs. Part B reviews the steps necessary in planning a new curriculum reflecting the flexibility of a four quarter plan. It includes sample departmental programs, course outlines, and teacher guidelines for the new curriculum from the Fulton County Schools in Atlanta, Georgia. Part C outlines procedures for implementing the plan and informing the public, teachers and students. The exhibits include possible topics for speeches, representative newspaper reports, new forms for student records, transcripts and report cards from the Fulton County Schools.

Glinke, George B. "Experimenting With a Voluntary Program". Compact. Vol. 4 (6) p. 31-32. Dec. 1970.

Director of year-round education in Utica, Michigan, traces the optional five team program in the Utica Community Schools from feasibility study to implementation of pilot program planned for fall of 1972. Establishes guidelines, stressing advantages, necessity for curriculum revision and public relations program. Discusses political action on the state and local level, arguing for state support for year-round school, leadership for which must emanate from the governors.

_____. The Extended School Year: A Look at Different School Calendars as Proposed by Various School Districts in America. Utica, Michigan: Utica Community Schools. 51 p. July 1970.

Furnishes difinitions, operational details including calendar specifics, and advantages of sixty-seven extended school year plans. Nine calendars presented in chart or tabular detail.

_____. The Extended School Year: A Look at Different Calendars as Proposed by Various School Districts in America. A Thumbnail Sketch. Utica, Michigan: Utica Community Schools. 5 p. January 1971.

Definition of terms. Thirty-nine common year-round educational plans defined in terms of school calendar.

_____. Extended School Year Programs Found in the United States and Canada, 1966-1970. Utica, Michigan: Utica Community Schools. 12 p. January 1971.

Lists in chronological order, locates by state and county, and briefly outlines extended year school studies, conferences, or pilot programs throughout the U. S. and Canada during the period 1966-1970.

_____. How to Organize a Community Study on Year-Round Education. Utica, Michigan: Utica Community Schools. 5 p. February 1971.

Describes the early stages of implementation of a year-round plan in Utica. Focuses particularly on techniques successfully used to involve the community and to secure its initial support. Points out subsequent steps in implementation.

_____. A Position Paper on the Optional Five-Term Year-Round Educational Plan. Utica, Michigan: Utica Community Schools. 7 p. September 1970.

Recommends the optional five-term year-round educational plan. Includes specifics of (1) creating a new school year of 47 day terms with one term vacation at the option of the student and family, and (2) developing a series of mini-courses in grades K-12 to be offered in three, or four and a half, week blocks.

_____. A Tooling Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV, 1971-1976. Utica, Michigan: Utica Community Schools. 6 p. January 1971.

Reviews the five phases of implementing the optional five-term year-round school design in Utica, and provides a framework for moving into phase III, curriculum development. Includes a preliminary cost analysis for specified personnel and tasks of phases III and IV (pilot

program). Supplies details on the structure and purposes of the curriculum standing committee along with suggested patterns for developing new term course labels and syllabi.

_____. Types of Change and Sample Questions With the Optional Five-Term Year-Round Education Plan. Utica, Michigan: Utica Community Schools. 2 p. March 1971.

Describes advantages of year-round education in Utica Schools. Outlines difficulties and changes to be expected. Lists sample questions the community is likely to ask.

_____. The Year-Round Educational Movement. It's Historical Implications on Today's Urbanized Culture. Utica, Michigan: Utica Community Schools. 60 p. February 1970.

Examines historical data on various extended school year programs from the early 1800's to date. Describes factors related to the growing interest in year-round plans and outlines recent research evidence on the feasibility of such plans. Lists schools experimenting with year-round programs.

_____. Year-Round Education, "The Utica Story". Utica, Michigan: Utica Community Schools. 10 p. December 1970.

Outlines the evolution of the five-term optional year-round school program in Utica. Details advantages, public relations strategy, curriculum considerations, and implementation details and recommendations.

Goldberg, Robert and Grobman, Hulda. "Helping Pupils Fail Algebra." Clearinghouse. Vol. 46. p. 468-470. April 1972.

Authors assess the practice of extending Algebra from the normal two-term to 3- or 4-term study for failing students. Cite survey and studies proving failure of the program and reasons thereof. Conclude need for a different approach and question necessity of Algebra in a college preparatory program.

Gove, James R. and Page, J. Patrick. Feasibility Study of Full Year Public School Operation. (Valley View 45-15 Continuous School Year Plan). Lockport, Ill. National Center for Educational Research and Development. 262 p. October 1970. Eric #ED 048 524.

Comprehensive report describing the 45-15 plan in detail. Gives a background of the school district, analyzes effects of the 45-15 plan on school and community, chronologically summarizes significant events that followed implementation of the plan. Includes reprints of newspaper articles discussing the plan.

_____. Final Report. Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan. Romeoville, Ill. U. S. Department of Health, Education and Welfare. 210 p. October 1972.

Study examines the feasibility of a High School District operating under the compulsory "Valley View 45-15 Continuous School Year Plan." Salient features include reporting of three different types of secondary year-round school operations, and surveys of the local boards of education, local community, local high school staff, Illinois high school principals, and Illinois teacher union officers. Explains external and internal scheduling requirements. Summarizes findings from the Illinois High School Association and the Illinois Teachers Retirement System. Comprehensive legislative chapter reports on Illinois Year-Round School Legislation. A fiscal analysis study includes the fiscal implications of the secondary operation past, present, and future. Concludes that a 45-15 operation at the secondary level is feasible, but that certain prerequisites must precede actual implementation, and certain operational areas must be evaluated in depth.

Grand Forks School Board. The Extended School Year: A Feasibility Study. Grand Forks, North Dakota. The School Board. Undated, unpaginated.

Report presents a model extended school year program for consideration by the Grand Forks School Board. The proposed calendar projects a 220 day attendance cycle with 40 days "Scheduled out" for each student. Report focuses on student and staff scheduling, building modifications, equipment and related factors. Presents a differentiated staffing model and a curriculum development proporal. Summarizes financial data.

Hamilton, Clarence A. A Financial Evaluation of Becky - David Year-Round School. St. Charles, Missouri. Francis Howell School District. 32 p. June 1970.

Document analyzes the economic advantages and disadvantages of the year-round school plan devised for the Becky-David primary and intermediate school in its first year of operation. Reviews the research procedures and interviews with school personnel used in developing the plan. Examines the effects of the new schedule on major areas of expense: administration, teacher salaries, food services, operations and maintenance, and transportation. Makes recommendations for budgeting procedures and accounting systems.

Hayes, Donald P. and Grether, Judith. The School Year and Vacations: When Do Students Learn? Paper presented at the Eastern Sociological Association Convention. New York. 22 p. April 19, 1969. Eric #ED 037 322.

Report on a study of 600,000 New York City schoolchildren, grades 2 - 6, to ascertain the effects of vacations on reading and word knowledge. Traces differentials in white and non-white reading achievement to differential progress in reading and word knowledge during non-school periods. The Metropolitan Achievement Test, given in September and April over two successive years, indicated a gap of 2.7 years in reading achievement and 2.8 years in word knowledge. Data show that half or more of the differentials in reading and word knowledge achievement were associated with the months the children were out of school, in that the spring to fall vacation periods affect adversely non-white word knowledge more than reading achievement. Authors suggest that perhaps the formal jurisdiction of the school authorities may prove to be too narrow for the responsibility of developing the reading and vocabulary skills. Tables, graphs and references included.

Head, B. C. Project Report: Title III ESEA Feasibility Study of Year-Round Schools. Oklahoma Department of Education. Oklahoma City, Oklahoma. 82 p. February 1973.

Report of a feasibility study of the ESY concept, prompted by Oklahoma legislature, undertaken by 2 school districts representing a large urban system and a small rural system, as a guide for other districts in state. Objectives: to explore the relative advantages of the year-round school (K-12) in four-fold enquiry: (1) feasibility of ESY concept in Oklahoma; (2) best type of plan; (3) best methods of implementation; (4) legislation needed for changeover. Conclusive findings: year-round schools are feasible; voluntary 4-quarter plan is best for needs; legislation and monies must be provided (10% more) to allow and encourage ESY

development in Oklahoma. Bibliography included. Appendices detail budget effects of the 4-quarter plan, the 45-15 mandatory plan and scoring for needs assessment survey with questionnaires.

Henson, E. Curtis. The Four-Quarter School Year. Atlanta,Georgia. Atlanta Board of Education. 61 p. January 1970.

Report outlines the origin, development and implementation of the four-quarter program designed for the eight school systems serving metropolitan Atlanta. Describes the organizational structure set up to design the curriculum and redefine administrative and personnel tasks. Includes a typical student schedule and answers to frequently asked questions. Appendices: Course guides in Mathematics and English, flow charts in science and mathematics, procedures for revising course offerings, complete list of English courses, conversion table for changing Carnegie units into quarter hours, high school graduation requirements, calendar for two school years.

Hermansen, Kenneth L. and Gove, James R. The Year-Round School: The 45-15 Breakthrough. Hamden, Connecticut. Linnet Books. 154 p. 1971.

Comprehensive study of the Valley View 45-15 Year-Round School plan. Chapters one through five treat the history of school calendar revision, condensing and evaluating many year round school proposals. Chapters six through twelve record the development of the Valley View plan through legislature, administrative and policy actions; faculty relations, community communication and problems of scheduling, management and finances are discussed. Chapters thirteen through sixteen analyze the outcome of the plan in Valley View; describes the Oak View Elementary School, designed and built to house a year-round school and community program; and offers guidelines for a successful transition to a year-round program.

Hudson School District: Alvirne Quarterly Plan. Hudson, New Hampshire. 5 p. 1972.

Brief report describes the implementation of a quarterly program for Hudson School District. Includes an overview of the program; requirements for graduation; procedure for attendance; and the school calendar for 1972-73.

Hurnard, John R. Extending the Scope of the School: Considerations for Reorganizing the School Year. Oregon School Study Council. Eugene, Oregon. Research Dev. Serv. Bul. Vol. 15, No. 5. 27 p. January 1972. Eric #ED 062 680.

Paper examines some alternatives regarding reorganization of the school year and organizational problems of space, cost-saving, and effectiveness. Emphasizes variables that may be manipulated in reorganizing the school, namely length of the operating school day, length of the student's school day, length of the operating school year, length of the student's school year, and arrangement of terms and vacations. Three specific plans described are (1) student acceleration plans, (2) term rotation plans, and (3) multiple trails plan. References to available publications concern the reorganized school year.

Jefferson County Board of Education. "Nine Month School Year Out!" Your Jefferson County Schools. Vol. 13:3. 8 p. June 1970.

Jefferson County's (Kentucky) four-quarter plan is presented as logical alternative to the present school year. Criteria behind selection of four-quarter and specific advantages are outlined. Implementation tasks are noted and the calendar presented. Questions frequently asked about the plan are specified along with answers. Newsletter format suggests a public relations model.

Jefferson County Public Schools. About E Q P. Jefferson County Education Center, Louisville, Kentucky. 7 p. August 1972.

Brief pamphlet describes the Elective Quarter Plan currently being used in Jefferson County, Kentucky. Includes a calendar showing attendance days and vacation days for a school year. Discusses the handling of courses, grade placement, graduation considerations, report cards, textbooks and fees; concludes with a word to students regarding extra-curricular activities.

Jensen, George M. The Calendar - Underdeveloped Educational Resource. Paper presented at the 3rd Annual National Seminar on All-Year Education. Cocoa Beach, Fla. 16 p. March 24-26, 1971.

Revised address gives a concise history of the year-round school concept with specific reference to Aliquippa, Pa. Evidence presented to support the idea of the calendar as a most important but long neglected educational resource. Misconceptions concerning year round school are examined and challenged.

_____. "Does Year-Round Education Make Sense". Compact. Vol. 4 (6). p. 4-6. December 1970.

Chairman of the National School Calendar Study Committee discusses year-round schools as inevitable in face of growing social, economic and educational problems; their effect on space savings, construction costs and curriculum revision; and impact on teachers and students and their families.

Johnson, Sharon Counts. Flexible-Modular Scheduling. Educational Management Review Series No. 4. Oregon University, Eugene, Oregon. 10 p. March 1972. Eric #ED 061 580.

Review surveys recent documents previously announced in RIE concerned with flexible-modular scheduling. Assesses benefits derived from innovative scheduling techniques which provide for substantial change in the roles of students, teachers, and administrators: students can choose instruction individualized to meet needs; teachers can assume greater participation in both curriculum planning and the development of new instructional methods; administrators can choose from multiple alternatives for organizing the school day and managing time and space use in their schools. Lists references, order instructions, and supplementary bibliography.

_____. "Year-Round Schools." Educational Management Review Series No. 6. 8 p. May 1972. Eric #ED 064 752.

Article describes various year-round school programs and what they have to offer. Reviews the four-quarter plan in Fulton County, Ga., the 45-15 plan of Valley View, Ill., and the quinmester plan of Dade County, Fla. Includes references and information on how to order same.

Josepher, Nelda and others. Authorized Course of Instruction for the Quinmester Program, Mathematics: Geometry. Dade County Public Schools. Miami, Fla. 33 p. 1971. Eric #ED 059 086.

Detailed outline of minimum requirements for quinmester course in Geometry I. Describes general course content and overall goals. Each of 9 sections contains performance objectives, text references, content and suggested teaching strategies. Includes sample post-test items and bibliography of texts and audiovisual materials.

Keith, Mary T. Sustained Primary Program for Bilingual Students. Paper presented at the International Reading Assoc. Conference, Kansas City, Mo., April 30-May 3, 1969. 22 p. Eric #ED 030 550.

Report of first year of a 5-year program at Las Cruces NM School District #2, evaluating the results of bilingual instruction upon K-3 school children. Surveys other studies revealing negative effects of monolingual instruction of bilingual pupils. Describes the Sustained Primary Program for Bilingual students as an experimental design for bilingual education, emphasizing the Spanish-Mexican-Anglo heritage, and exploring ways of expanding the learning environment into the home and community. Details the 12-month program of 200 instructional days with short vacation periods, wherein teachers and pupils remain together, with continuous, ungraded advancement in a culturally centered curriculum. Master teachers are assisted by bilingual instructional aides and parent participation. Statistical data comparing program children with control groups on the California Test of Mental Maturity, the Metropolitan Reading Readiness Test, the Metropolitan Achievement Test, and others, indicate that dual language instruction enhanced school achievement and mental abilities, and that the 200 day learning program promoted greater achievement than that of 180 days. Tables and references included.

Large, Lawrence M. Year-Round Schools - Can They "Really" Save Money? Lehigh Valley School Council, Pa. 12 p. May 1972.

Report examines possibility of financial advantages in the year round school concept. Gives evidence from well-known authors in the field as well as statistics from school districts which have studied or implemented ESY programs. Summary includes specific aspects of financial saving which may or may not be realized depending upon the district considering the program, but which deserve serious consideration based on positive conclusions.

Lee, Jack P. and March, Jerald C. "Time Utilization for Optimum Learning." J. Secondary Education. Vol. 44. p. 58-61. February 1969.

Granada H. S., Livermore, Cal., instituted flexible scheduling in spring of 1968 in Project Tufold (Time Utilization for Optimum Learning Development) for the more efficient use of time by both teachers and students to fit the needs of the curriculum and of the individual. Article presents a progress report and summarizes findings of an evaluation study made both objectively and subjectively. Positive effects shown in increased classes and in opinions expressed in questionnaires to students, faculty and parents. Includes set of behavioral objectives used in evaluation and tabulation of student questionnaire.

Lemon, Donald and Thompson, John. The Extended School Year (A Survey of Citizen Attitudes). Grand Forks, North Dakota. University of North Dakota. 67 p. December 1968.

Presents seven classifications of citizen opinion and concerns about different aspects of the extended school year. Gives teacher perspectives on special problems. Provides model for assessing impact of program on community and teachers.

Letson, John W. "Atlanta Has Begun." Compact. Vol. 4 (6). p. 15-17. December 1970.

Atlanta's Superintendent of Schools describes and assesses the successful Four-Quarter System begun in fall of 1968 in 26 high schools for purposes of curriculum enrichment. Presents reasons for change, program goals, benefits for students and teachers, the 2-year pre-implementation planning with respect to curriculum revision, necessary state funding, teacher contract options, administrative procedures especially in scheduling or record keeping, and changing attitudes of teachers and students. Details the system; assesses the benefits; lists problems still unresolved, primarily in acquiring single concept instructional materials.

Mallory, Stephen R. "Year-Round School: Coming, Coming, Here." School Management. Vol. 15. p. 24-25, 27. August 1971.

Article describes the 45-15 experimental all-year program in the Chula Vista Elementary School District, Cal., begun July 1971, involving 4,000 pupils and 100 teachers. Patterned after the Valley View plan in Lockport, Ill., implementation was designed to avoid double sessions. Stresses economic and educational advantages, and the importance of community involvement and orientation. Summarizes further developments in ESY planning in adjacent areas of California and Connecticut.

McLain, John D. Considerations for Economy and Quality Education Through Year-Round Schools. Clarion, Pa. Research-Learning Center, Clarion State College. 63 p. August 1969.

Outlines pressures for all year schools. Classifies and briefly describes nine different all-year school designs. Analyzes living patterns, educational standards, and economic factors that must be considered in any design, and compares the nine designs on the basis of those variables.

Views the flexible all-year plan as the most effective, and points up its special advantages and limitations.

_____. "Developing Flexible All-Year Schools". Educational Leadership. Vol. 28. p. 472-5. February 1971.

Article presents special brief for the Flexible All-Year School plan as most capable of adapting to, and meeting, the educational needs of a rapidly changing society and the individuals therein. Lists guidelines in implementing an ESY program, identifies and considers pros and cons of other plans, especially the Four-Quarter plan, and Eleven-month plan.

_____. "Emerging Plans for Year-Round Education". Compact. Vol. 4 (6). p. 7-8. December 1970.

Brief overview of emerging plans of year-round education, in operation or in concept, and reasons for their development. Plans discussed are the 4-quarter, both mandated and optional; the modified 4-quarter (9-3 at St. Charles, Mo., and 45-15 at Valley View, Ill.); the eleven-month plan including multiple trails and continuous progress; and the flexible all-year school, newly developed by him and his associates at Clarion State College, Clarion, Pa.

_____. The Flexible All-Year School. A Plan to Break the Lock-step in Education and Facilitate Full Employment of the Work Force. Clarion, Pa.: Research-Learning Center, Clarion State College. 17 p. 1969.

Booklet describes a research model of a year-round school design distinguished by time schedules individualized for students, their families, and teachers. Views the school as a learning center, with the community and its resources as the "classroom." Includes consideration of the special education student.

Michigan Department of Education. Feasibility Studies for Extending the Regular School Year. Lansing, Michigan. The Department. 24 p. October 1970.

Summary and synthesis of six different extended school year feasibility studies conducted in eight Michigan school districts in 1970.

The plans examined include the four-quarter mandated (staggered four-quarter), the mandated trimester, the modified split trimester, and the five-term or continuous school year. Presents, in tabulated and summary form, details on the community reaction to the year-round concept, and financial implications. Public relations strategies are also outlined.

Millard, Joseph. The Extended School Year. Des Moines, Iowa. Polk County Board of Education. 9 p. April 1970. (Revised April 1971).

Report is a brief survey of some literature and research related to the year-round use of schools, designed to aid school districts examining ESY designs. Lists ten advantages and ten disadvantages of year-round schools. Includes a 28-item bibliography. Cf. listings under Urbandale.

Miller, Van. "Pondering the Year-Round School". Illinois Education Vol. 31:9. p. 381-384. May 1969.

Brief historical sketch and description of current situational factors behind interest in year-round plans. Outlines three plans--the summer school, rotating trimester, and rotating quarter. Highlights various impacts of year-round programs and concludes that such programs would result in a more professional staff, a better educational arrangement for students, and greater efficiency in use of school dollars.

Montgomery County Public Schools. Twelve-Month Use of Schools. Rockville, Maryland. Montgomery County Public Schools. 16 p. March 1969.

Describes the pros and cons of the year-round school and examines results of experimental programs in Atlanta, Ga., Fort Lauderdale, Fla., New York State, San Juan, Cal., and Tallahassee, Fla. Notes questions remaining unanswered. Bibliography appended.

Moore, Mary N. and Rose, Patricia. Authorized Course of Instruction for the Quinmester Program, Mathematics: Survey of Algebra I, Dade County Public Schools. Miami, Fla. 25 p. 1971. Eric #ED 059 088.

Outlines minimum requirements for a quinmester course in Algebra I, as prelude to high school geometry and Algebra II. Describes overall goals and strategies. Each of 8 sections details performance objectives, course

outline, suggested teaching strategies, and text references. Includes an algebraic puzzle, word problems, vocabulary list, a pre-test and a post-test, with answers provided.

National Education Association, Publications Division. Consider a Year-Round School. Stock No. 051-02070. 7 p. Undated.

Brief pamphlet gives history of year-round school concept and reasons for current interest in it. Describes various plans for extending the school year including the (1) rotating four-quarter, (2) 45-15 plan, (3) continuous school year, (4) multiple trails. Includes several questions usually asked by parents and brief answers to them.

_____, Research Division. The Rescheduled School Year. Research Summary 1968-S2. Washington, D. C. The Association. 39 p. 1968.

Describes nine extended school year programs: traditional summer school plan; rotating four-quarter plan; continuous four-quarter plan; continuous school year or continuous progress plan; multiple trails plan; modified summer school plan; trimester plan; quadrimester plan; and extended K-12 plan. Assesses advantages and disadvantages of each. Examines impact of extended year programs on curriculum, teachers, and pupils. Includes a 62 item bibliography. Cf. summary listed under School and Society - "Increased Interest in Longer School Year."

_____. The Year-Round School. Washington, D. C. Stock # 111-03972. 4 p. July 1970.

Brief pamphlet states policy of the NEA adopted in Assembly of 1970 at San Francisco regarding year-round school. Recognizes the need for each school district to adopt its own ESY plan, and established guidelines for its state and local affiliates in exploring and implementing ESY proposals. Stress on adequate compensation for teachers in ESY programs. Refers to The Rescheduled School Year (NEA Research Summary 1968-S2) as basic resource document for study of year-round school.

National School Public Relations Association. Year-Round School: Districts Develop Successful Programs. Washington, D. C. 64 p. 1971.

Examines various plans, programs and systems for rescheduling the school year, lists pros and cons of the year-round concept, analyzes

reaction of teachers, administrators, students and the general public. Outlines relevant legislation and the results of feasibility studies for year-round education in many states. Briefly notes alternatives to ESY such as the four-day week or a shorter school year. Concludes with six case studies of working year-round school programs.

Nation's Schools. "Educational Needs Prompt Surge in Summer Sessions." Vol. 83, No. 6. p. 71. June 1969.

Opinion Poll survey discloses heightened interest in, and implementation of, summer sessions due to the educational needs of today's students for remediation, general enrichment, or just fun. Vocational training and specialized or advanced level courses were also approved. Tuition-free programs are judged more successful.

New Jersey Education Association. Extended School Year. Trenton, New Jersey. The Association, Report No. 101. 11 p. 1971.

Pamphlet defines a variety of claims and counter claims raised by advocates and detractors of "extended school year" plans. Includes considerations of setting, pros and cons, various plans, cost, pertinent laws and a summary statement. Lists a 28 item bibliography.

New Jersey School Boards Association. Report of the Committee to Study the Extended School Year. Trenton, New Jersey. The School Boards Association. 31 p. 1970.

Outlines and compares five basic extended school year plans: trimester plan; quadrimester plan; extended semester plan; extended summer plan; continuous learning year (multiple trails plan). Provides planning guidelines and models. Includes a 36-item bibliography.

New York State Education Department. Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program. Bureau of Occupational Education Research. Albany, New York. 52 p. 1969. Eric #ED 042 876.

An evaluation report of a pilot program established in three counties of New York providing a summer school session of vocational training as part of the regular school program. Details preliminary planning with administrators and teachers, recruitment procedure and teacher and student evaluations. Conclusions drawn from detailed comparative cost analyses, schedule formats and questionnaires: A quality program could be made available to all students with more students using equipment and facilities for a longer period of time, expenditures for which could be offset by student tuition.

Among recommendations for future ESY programs: student recruitment time be extended; student achievement records be available to counselors and teachers. Includes detailed cost analyses, scheduling formats and an appendix providing questionnaires, attendance composite records and follow-up interview sheets.

_____. The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. Albany, N.Y. 164 p. March 1970. Eric #ED 040 234

Report, based on research with teachers, administrators, superintendents, parents and students in 100 schools, describes findings on the feasibility of ESY plans, outlines several approaches recommended for achieving economy and educational goals. Recommends 6 plans: (1) continuous learning year cycling plan; (2) multiple variations such as the 45-15 or 9-3 plan; (3) multiple trails plan; (4) acceleration trimester plan; (5) acceleration quadrimester nine - 2 1/4 years; and (6) acceleration split trimester and split quadrimester. Discusses educational objectives and economy, including teacher salaries and staff utilizations; analyzes pilot ESY programs in the state and their impact on pupil achievement, adjustment and health. Concludes that the pilot experiments are now ready for a more extensive, practical application in school districts which want to realize the basic objectives for rescheduling a school year. Presents tables, graphs and a glossary and definition of terms.

Nickerson, James F. "Plugging In and Out at Will." Compact. Vol. 4 (6). p. 36-7. December 1970.

The President of Mankato State College, Mankato, Minnesota, describes its Wilson Campus School, whose year-round program, instituted in 1968, allows flexible scheduling, free choice, voluntary attendance, and easy access to educational resources resulting in a maximum of self-study. Urges statewide application of ESY concept with more legislative funding of pilot programs.

Nickerson, Kermit S. Extended Educational Opportunities and the Extended School Year. Paper presented at the 19th Annual Education Conference of Maine Secondary and Post-Secondary Schools. 23 p. March 21, 1970. Revised June 1971. Eric #ED 052 531.

Paper presented with view of applying ESY to Maine. Surveys evolution of the school year in United States and lists pressures for change--primarily tax pressure, population pressure, and explosion of knowledge causing need for additional education programs, all of which can be relieved by the lengthened school year. Groups ESY plans into three: (1) staggered attendance programs; (2) summer programs; and (3) extended year plans. Summarizes research findings of the Florida Educ. Res. and Development Council, discussing 8 plans, and surveys 5 N. Y. plans. Conclusions: ESY for all pupils offers greatest promise for quantity and quality. Essential to success are staff and community involvement and support, proper vacations, and curriculum revision.

Northville Public Schools. Northville Public Schools Experimental and Voluntary 45-15 Extended School Year Program. Interim Evaluation. Northville, Mich. January 1973. Unpaginated.

Northville's community had previously rejected the quarter system in its search for a year-round school plan. Interim evaluation (from pilot project) made to determine the degree to which changes in behavior occurred (if any) in the acceptance of an alternate year-round schedule--a 45-15 program; information to serve as guidelines for Northville and other school districts in decisions for future programming on the 45-15 concept. Voluminous report presents evidence to support findings: program supported by ESY teachers, participating parents, non-participating parents; savings effected in unneeded construction; start-up costs not inhibiting factors. Includes surveys, questionnaires and tabular results, special section on learning disabilities component, and list of areas still to be determined.

_____. Year-Round School: Is it Feasible? Northville, Michigan. The Department of Education. 180 p. Undated.

Feasibility study of a four-quarter plan of year-round operation for the Northville public schools. Briefly reviews literature on existing programs. Lists advantages and disadvantages of various approaches to year-round operation, discusses calendar and curriculum implications, describes public relations program. Includes 40 tables based on results of community, student and teacher surveys, numerous reprints of news articles.

_____. Year-Round School: Is it Acceptable? Northville Board of Education, Northville, Michigan. 128 p. Undated.

A supplementary report and addendum to Northville's report on Year-Round School: Is it Feasible? Examines the degree of public support for, and community attitude toward, the implementation of the year-round school. Discusses public relations campaign involving publications, news releases, public meetings and political objections; development of the master schedule stressing curriculum, cost effects and conversion costs, in community workshops and family scheduling questionnaires; and the determinations of acceptability leading to the goal of implementation by providing a plan most flexible with maximum vacation options. Appendices include filmstrips, news articles and reports used in their Phase III campaign.

O'Dell, Alan M. A General Report on the Becky-David Year-Round School Plan. St. Charles County, Mo. Francis Howell School District. 22 p. 1970.

Describes the rationale, initiation, and operational basics of year-round school plan in a Missouri elementary school. Parental and teacher concerns and evaluation are noted and analyzed. Research evidence of program impact on pupil learning and school climate is outlined. Also includes financial and administrative consequences and recommendations for further research.

Oklahoma Needs Assessment Committee. Instrumentation Package for a Needs Assessment Survey. Healdton, Oklahoma. 26 p. 1972.

Survey designed to measure the learner needs which might be affected by changing to a year-round school calendar. Includes five questionnaires for: students; parents; administrators; teachers; employers; and a

guide for scoring the Needs Assessment Survey.

Oregon State Board of Education. Administrators' Conference on Scheduling. Salem, Oregon. 49 p. March 30-31, 1970. Eric #ED 040 802.

Document comprises proceedings of the Administrators Conference on Scheduling held to examine methods, techniques and philosophies relating to possible benefits of restructuring Oregon's small school environments. Eight presentations include: overview of scheduling in the small school; example of block scheduling; flexible block scheduling; a weekly demand schedule; functional scheduling; a proposed 12-month, 4-days-a-week scheduling model; a conference summary and challenge. Stresses the importance of the school schedule and the need for adequate planning and inservice training of teachers for implementation. Includes 11 illustrations, list of participants and an evaluation report of the conference.

Pennsylvania Department of Education. Year-Round School. Harrisburg, Pa.: Pennsylvania Department of Education. 92 p. February 1971.

Document describes background of the debate on flexible scheduling vs. the traditional school calendar, and implications of the enactment of Pennsylvania's Act 80, which provides the legal basis for the year-round school in Pennsylvania. Identifies characteristics, advantages, and disadvantages of a staggered plan for all students, voluntary summer school, a continuous school year on the 45-15 plan, and a trimester plan. Analyzes different patterns which have developed in different communities, including the Flexible All-Year School, the Valley View 45-15, the Five Year Optional Year-Round School, the Las Vegas Urban High School. Lists planning stage considerations, indicates possible implications of the YRS for the curriculum, students, teachers, and community. Bibliography, appendices including attitude surveys for administrative staff, teachers, students, members of the community.

Perry, Ione L. Post-Conference Report: Extended School Year Conference. Tallahassee, Fla.: Florida State Department of Education, Division of Curriculum and Instruction. 71 p. May 1969. Eric #ED 044 811.

Report comprises papers presented by consultants involved in planning and operating year-round programs across the country. Selected bibliography included.

Piele, Philip K. Rescheduled School Year Plans. Eugene, Oregon. Center for Advanced Study of Educational Administration, Oregon University. 4 p. 1971. Eric #ED 047 419.

Literature review, based on abstracts of documents announced in Research in Education, compiles information on the rescheduled school year. Following the review is a list of the 18 documents cited, their costs, and availability.

Prescott, Donald R. Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. Minneapolis, Minn. 49 p. April 1970. Eric #ED 061 581.

Report identifies strategies and practices employed by school districts seeking ways to cope with increased enrollments and rapidly rising costs. Discusses (1) intensive space utilization; (2) community classrooms; (3) "schomes" - schools in homes or apartment buildings; (4) rented classroom space; (5) relocatables - portable school units; (6) extended school day; (7) 6-day school week; (8) double sessions; (9) busing; (10) rotating or staggered four-quarter plan; (11) 45-15 plan; and (12) extended school year acceleration programs. Bibliography appended.

Reeves, Robert L. A Proposal: The Circular School Year. Paper presented at National Association of Secondary School Principals Annual Convention (56th), Anaheim, Cal. 12 p. March 17-22, 1972. Eric #ED 063 622.

Outlines and assesses the proposed Laguna Beach Plan designed to meet changing educational needs of students, staff and district. Salient features: school year comprises three instructional units of 12 weeks each, with mandatory student attendance, and three interim units of 4 weeks each - 15 days work time and 5 days vacation time. Additional legal and school holidays furnished. Interim units provide 4 options for students: acceleration, remediation, enrichment or vacation; for teachers - 5 options of differentiated activities: teaching, curriculum development and evaluation, consulting or training teacher, inservice training, or no contract obligations. Staffing patterns include basic contracts, part-time contracts and extended contracts. Sample calendar included in Appendix.

Rife, Robert V. "Would You Believe." English Journal. Vol. 61. p. 555-9, 599. April 1972.

Chairman of the Language Arts Department at Mount Tahoma High School in Tacoma, Wash., assesses new quarter system after 2nd year of implementation, wherein school year is divided into three 12-week quarters with 5 daily classes of 68 minutes each, each student taking, and teacher giving, four a day. Lists as advantages lowering of teacher level, increase in students taught, complete revision of language arts curriculum to fit students needs, and benefits therefrom.

Rochin, Ruben. The Development and Conduct of a Needs Assessment to Investigate and Provide Information Upon the Potential of the Extended School Year Concept for Keene, New Hampshire. New Hampshire State Department of Education. 126 p. July 1972.

Final report of a study to develop a model for use in needs assessment as related to the extended school year concept and its implementation in Keene, New Hampshire. Includes a (1) Needs Assessment Program; (2) Investigation of Alternatives; (3) Development of Community Support; and (4) An Implementation Model. Appendices include suggested calendars, achievement of objectives and activities questionnaires and a budget.

Rogge, William M. Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan). Lockport, Ill.: Valley View School District. 145 p. January 1971.

Describes the planning and collection of data for beginning a year-round operation including student achievement, teacher opinions, community opinions and costs of operation. Covers the problems of student scheduling, teacher scheduling and winning community support which are considered to be the major obstacles to successful implementation of year-round plans. Includes rationale for evaluation, research design, conclusions and recommendations. Lists 17 references used in the study. Appendices include: A) Instruments used in the study including questionnaire for teachers, questionnaire for community people, interview protocol, priority concerns, check list and feedback on interviewers, B) The Valley View 45-15 continuous school year plan, C) Illinois legislation and state office guidelines affecting year-round school operations, D) Opinions and attitudes of professional staff toward 45-15 plan as of June 9, 1970, E) Student achievement and ability, F) Community survey questionnaire, G) Community interviews, and H) Fiscal analysis.

Rothstein, Hy. "Quinmester Extended School Year Plan: Dade County Public Schools, Miami, Florida." Journal of Health, Physical Education and Recreation. Vol. 42. p. 30. September 1971.

Describes the health and physical education program developed for the quinmester system initiated in Dade County, which consists of five 9-week sessions extended over the 12-month school year.

San Diego Department of Education. Proceedings of the Fourth National Seminar on Year-Round Education. San Diego, California. 1972. Unpaginated.

Summation of seminar presentations by leading authorities on year-round education. Includes 28 articles by conference participants describing ongoing programs across the country and proposing new designs for extended school year programs.

Scala, Anthony W. "Year-Round School." National Association of Secondary School Principals Bulletin. Vol. 54. p. 79-89. March 1970.

A brief for the trimester system through the upgrading of summer programs to the level of regular school programs, on a voluntary basis. Describes the Syosset Experiment (N. Y.), its implementation in 1966, operation, and findings in an evaluation study after its first and fourth years. Suggests further study of student achievement.

School and Society. "Increased Interest in Longer School Year." Vol. 97. p. 155-6. March 1969.

Brief outline of an early report of the National Education Association, The Rescheduled School Year, (cf. listing under NEA), citing reasons for growing interest in ESY programs (economic, space, better education and teacher benefits). Brief description of several plans: rotating 4-quarter, continuous progress, summer schools, trimester and quadrimester, and multiple trails.

Shafer, Raymond P. "Legislating Flexibility in Pennsylvania." Compact. Vol. 4 (6). p. 33-35. December 1970.

The Governor of Pennsylvania presents a brief for year-round schools, cites his state's legislative actions; discusses conclusions drawn by Education Department's study reported in Year Round School, 1969; describes

the research-demonstration model of the flexible all-year school being developed at Clarion State College; urges the adoption of the all-year school throughout the state.

Simmons, James C. and Garvue, Robert J. An Examination of the Socio-Economic Implications of the Adoption of Individually Prescribed Instructional Systems by School Systems. Tallahassee, Fla.: Department of Educational Administration, Florida State University. 101 p. January 1969. Eric #ED 031 801.

Findings from a study of the social and economic effects of adopting Individually Prescribed Instruction programs by elementary and secondary schools. Study procedures involved: (1) visitation of schools where IPI had been adopted; (2) comparison of IPI and current systems so that the major differences might be isolated; and (3) interviews with community leaders, educators and others. Report divides the subject into three main areas central to a program of IPI: a continuous year-round school program; differentiated staffing; and the individual rate of student progress. Difficulties are discussed and recommendations made. Bibliography included.

Springfield School District 186. The Implications of Double Shift Scheduling in Springfield, Illinois, High Schools. Springfield, Ill. 69 p. September 1971. Eric #ED 056 077.

Findings of an evaluative study of the double shift scheduling in 3 overcrowded Springfield High Schools, operating for 2 years (69-71). Púrpose of study: to provide accurate and objective information on the effects of the double shift from which sound and rational judgments could be made. Details procedures, evaluative criteria, and results with reference to space utilization and safety, attitudes and opinions, academic and non-academic programs, discipline, attendance and community effects. Concludes negative effects of double shifts in all categories except the actual relief of overcrowding. Includes tables, references and questionnaire materials sent to parents, students and teachers.

Texas Education Agency. Guidelines for the Quarter System, 1972-1973. Austin, Texas. 36 p. February 1972.

Document designed to serve as a general guide for school districts as they plan and implement a quarter system. Emphasis is on administration and preparation for implementation. Appendices include list of approved courses and selected annotated bibliography.

_____. Guides for Curriculum Planning for the Quarter System, 1973-74. Austin, Texas. 1972.

Document is an extension and expansion of the Guidelines for the Quarter System and gives detailed guides for curriculum planning for the quarter system. These guides were an outgrowth of the study, experience and effort of pilot districts and Agency staff. Emphasis is on approved courses with detailed quarter unit plans.

Thomas, George Isaiah. Extended School Year Designs--An Introduction to New Plans of School Organization Which Can Result in Financial Economies and Provide More Education for all Pupils. Albany, N. Y.: New York State Education Department. 126 p. January 1966.

Explores elementary and secondary school organization plans of lengthening the school year to reduce by one or more years the total period of schooling. Presents practical information on continuous school year plan; trimester plan; quadrimester plan; modified summer plan; and extended K-12 plan. Required curriculum adjustments for each plan are discussed. Examines the effects of each plan upon students, teachers, school facilities, school finance, and curriculum.

_____. It's Time to Reschedule the School Year. Paper presented at the Annual Meeting of the National School Boards Assoc., 29th. Miami Beach, Fla. 19 p. April 1969. Eric #ED 029 394.

Argues for the ESY concept as a means of increasing educational quality, necessitated by the knowledge explosion. Discusses four basic ways of rescheduling the school year: (1) the staggered quarter plan and its many variations, in which schools operate year-round with vacations spread throughout the year; (2) the extended school year (204-212 days), with economies arising from student acceleration; (3) the summer school programs for remedial, makeup, or enrichment work; and (4) the Multiple Trails Design, the most flexible, since it does not rely on term rotation or acceleration to achieve desired goals and it allows educators to be innovative. It allows for individualized programs, acceleration and enrichment, and gives teachers time for individual development. Discusses the use of computers in rescheduling school years.

_____. "The Legal and Financial Questions." Compact. Vol. 4 (6). p. 9-14. December 1970.

Coordinator of New York State's Rescheduling School Year Project presents various legal and financial aspects of year-round schools;

policies to pursue in implementing an ESY plan and four areas wherein dollar savings may be realized. Recommends ten subjects of legislation essential for program implementation. Proposes the establishment of a national task force from state or federal funds to disseminate information about various ESY approaches.

_____. Setting the Stage for Lengthened School Year Programs--A Special Report Prepared for the Governor and the Legislature of New York. Albany, New York: New York State Education Department. 113 p. March 1968.

Describes and compares several extended school year designs created for economy and increased educational opportunity. Presents specific findings, conclusions and recommendations relative to: continuous progress design; modified summer school; trimester design; quadrimester design; extended K-12 plan; and multiple trails plan.

U. S. Department of Health, Education and Welfare. Year-Round Schools: The 45-15 Plan. PREP Report #27. Washington, D. C. Office of Education, Public #(OE) 72-9. 24 p. July 1970.

Report summarizes characteristics and advantages of the 45-15 plan; includes chart of the Valley View, Illinois, scheduling plan. Discusses problems of pupil, teacher and classroom scheduling. Examines the legal dimensions to year-round plans and relevant research on effectiveness. Various aspects of preparing for implementation of a 45-15 plan are covered, including responses to typical questions from the community. Thorough examination of financial considerations for YRS in general and Valley View in particular; includes cost breakdown per pupil in Valley View before and after implementation of 45-15. Provides conclusions and recommendations, bibliography, listing of ERIC materials.

U. S. House of Representatives, Committee on Education and Labor, Excerpts from Hearing before the General Subcommittee on Education. 2nd Congress, 2nd Session, on the Value of Year-Round Schools. p. 68-88, 283-298, 300-307, 414-421. 1972.

Statement of Albert Brewster, Jr., Sup't of Schools, Unity, Maine, describing how his school district implemented an ESY program. Prior statements also given by other experts to explain ESY. The committee questioned these various educators in an attempt to understand how ESY programs are instituted and what role the Federal government may

play in developing the concept. Appendix includes statements from various public school systems relative to the year-round concept, describing their experiences to date. Systems include Chicago, Ill.; Champlain Valley High School, Vt.; Prince William County, Va.; Washoe County, Nev.; and Rochester, Pa. Each had submitted detailed reports describing the programs used in their respective areas.

Urbandale Community School District. Year-Round Education. Urbandale, Iowa. 183 p. Undated.

Report of findings of feasibility study of year-round education for Urbandale Community Schools published as a guide for other school districts. Outlines procedures and time-tables; presents two 45-15 calendar plans; discusses their effects on elementary, junior high and high school curricula and students; summarizes all the news releases and slide-tape presentations; lists questions raised at all public meetings; concludes with the questionnaires in 4 surveys made of the community, students, teachers and administrators. Includes flow-charts of high school curriculum, tables on cost analyses of traditional vs. ESY schools, and bibliography. Appendix includes reports, tables, maps, interviews, script of slide presentation and copies of newspaper articles. Recommends that implementation of Year-Round Education for Urbandale be set aside at this time.

Utica Community Schools. The Optional Five-Term Year-Round Educational Plan: A Step Toward Implementing Plans for Extending the Regular School Year. Phase II: The Communications Phase. Utica, Michigan. 243 p. July 1971. Eric #ED 060 506.

Comprehensive report on phase II of a 5-phase year-round school concept, continuing the 1970 feasibility study wherein public opposed the 4-quarter concept. Phases 3-5 will implement and expand the pilot program. This phase was designed to gather, analyze and disseminate information on the possibilities of conducting a pilot, year-round school operation. Objectives analyzed and discussed are to: (1) develop an optional 3-year, 5-term year-round education plan; (2) communicate this educational plan to local residents; (3) develop a tooling-up plan to move toward the optional 5-term year-round educational concept including the cost analysis for phase III and IV; (4) identify a possible level and location for a pilot, year-round program. Twelve appendices detail the proposed optional year-round school calendar; cost analyses; curricula and new course descriptions; outlines of 40 varied ESY programs in the United States and Canada; methods of organizing community studies on year-round education; and proposed legal changes.

Valley View Elementary Schools. The Year of Forty-Five Fifteen: 1970-1971. Teacher's General District Handbook. Lockport, Ill.: Valley View School District No. 96. June 1970.

Booklet designed to inform and assist teachers in the Valley View School District. Includes a history of the district, organizational information, special district programs, discussion of student relations and professional philosophy.

Van Mondfrans, Adrian P., and others. Comparing Block Scheduling and Traditional Scheduling on Student Achievement and Attitudes. Paper presented at annual convention of the American Educational Research Assoc. Chicago, Ill. 10 p. April 1972. Eric #ED 064 369.

Report describes procedures, and assesses results, of study of whether block scheduling has more advantageous effects on student achievement and attitudes than traditional scheduling. Block scheduling involved 3 required courses on each of the four high school grade levels with interdisciplinary teaching teams. Traditional scheduling involved each of 12 teachers with 3 classes of 30-35 students for 40 minutes each day. Describes basic schedule design; how data were obtained; statistical methods used. Findings indicate no significant difference between block and traditional scheduling, except at the senior level, and provide suggestions to improve effectiveness of block scheduling: these relate to teacher difficulty in handling flexibility in time and group size, importance of time and group size flexibility, and the need for maturity on part of learner.

Washington State Legislative Council. The Extended School Year: A Report to the Washington State Legislature by the Subcommittee on School Organization and Management of the Joint Committee on Education. Olympia, Wash. 39 p. December 1970. Eric #ED 059 523.

Report is in response to a legislative mandate to study the 4 quarter system and other year-round school plans for educational, vocational and recreational programs for grades K-12 in State of Washington. Explores the concept of ESY, listing advantages and disadvantages; describes 12 specific ESY plans; defends current school calendar; concludes with recommendations that (1) legislature not fund ESY for 1971-73; (2) voluntary, tuition-free summer school programs be financed; (3) if funded, program include extended use of school facilities during school year and extended teacher contracts; (4) state funds not be used for mandatory summer attendance.

Wehmhoefer, Roy A. The Twelve Month School Year. A Study of the Advantages and Disadvantages of the Four-Quarter System. Chicago, Illinois: Cook County Public Schools. 15 p. February 1968. Eric #ED 022 252.

Reviews the literature on the staggered four-quarter plan and discusses in detail its advantages and disadvantages.

Whitsitt, Robert Craig. Considerations on the Year-Round School. Spring Valley, New York: Lakeside School. 4 p. 1971.

Views the continuous progress program as the key to tapping the potential of the year-round plan. Describes the continuous progress program at Lakeside, a non-graded elementary school, and points out the advantages and obstacles to incorporating that program into a year-round schedule.

Wilcox, Edward F. Progress Report: Extended School Year Project. Providence, R. I.: The State Department of Education. 28 p. April 1971.

Collection of materials related to ESY plans used by the Commission to Study the Feasibility of Extending the School Year. Includes list of study areas for planning committee consideration; educational needs to be served by the project; appendices concerning activities of specific school districts.

Witherspoon, Ralph L. Effect of Trimester School Operation on the Achievement and Adjustment of Kindergarten and First Through Third Grade Children. Final Report. Florida State University. Tallahassee, Fla. 37 p. February 1968. Eric #ED 020 003.

Report on study at the Florida State University School, to determine if K-3 children who attended the extended school year of the trimester system showed significant differences in achievement and adjustment as compared with children of a similar mean IQ who attended only during the regular school year. 165 K-3 children were administered the Metropolitan Achievement Test, the Developmental Reading Test, the California Test of Personality and the Haggerty-Olson-Wickman Behavior Rating Schedules each October and May over a three year period. All children were also administered the Primary Mental Abilities Test at beginning of study. Four groups involved: those attending all three extended school years, two extended years, one extended year and regular school years only. While inconclusive, evidence indicates that extending

the length of the school year has a negative effect on children's achievement and adjustment, indicating there may be an optimum time period of instruction beyond which undesirable effects result. Extensive bibliography included.

II. THESES AND ABSTRACTS

Glinke, George B. The Four-Quarter Staggered School Year, a Feasibility Study. Utica, Michigan. Utica Community Schools. 8 p. 1970.

Compares several plans and finds the optional year-round plan best for Utica. Provides list of advantages and outlines five phase ten-year program for testing, evaluating, and selecting a year-round plan for Utica. Abstract includes table of contents of the feasibility study and bibliography.

Petterson, Carl Emmanuel. The Extended school Year in the State of Utah. Salt Lake City, Utah. Utah State Board of Education. 131 p. June 1966. Eric #ED 022 267.

Thesis examines the extended school year and summer school program supported by the State of Utah during summer of 1965. Gives facts, statistics, opinions, and other information to enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: oral interview with each district superintendent; personal visit to selected schools; and questionnaires distributed to a random sample of parents, students, and teachers. Results given in five recommendations: (1) The summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

Research and Information Services for Education. Report on the Extended School Year. Abstract and Summary. 13 p. March 1969.

Abstract sketches the history of the ESY movement and describes briefly different plans in operation. Identifies, describes and analyzes in summary form three major categories of plans: the 48 week school year; the staggered enrollment system; the extended summer program.

Scala, Anthony W. A Survey of the History and Current Status of the Extended School Year in Selected Public Schools of the United States. (Doctoral dissertation, St. John's University) Ann Arbor, Michigan. University Microfilms, No. 69-4118. 1969.

Gives historical overview of U. S. extended year programs and their legal parameters. Describes sixty-six programs in the U. S., focusing particular attention on four extended school year experiments in New York State. Investigates the financial implications of the extended school year. Includes instruments used to gather data on extended school year programs.

Urbandale Year-Round Education Committee. Summary of the All-Year School Study. Urbandale, Iowa. 5 p. Undated.

Abstract of the Citizens' Committee study of the feasibility of an all-year school for Urbandale. Examines claimed purposes of the all-year school, purpose of any school and the compatability of purposes. Concludes with a recommendation for a 45-15 plan, listing the advantages and disadvantages thereof. Cf. Joseph Millard, The Extended School Year.

III. FILMSTRIPS AND BIBLIOGRAPHIES

Glinke, George B. A List of Bibliograpical Materials for Year-Round Schools. Utica, Michigan. Utica Community Schools. 36 p. July 1970.

A list of available resource materials including books, periodical articles, pamphlets, newspaper articles, unpublished feasibility reports, dissertations and feasibility study for year-round schools in Utica.

_____. Materials Published Dealing With Year-Round Educational Movement (Extended School Year) Between 1969 and 1971. Utica, Michigan. Utica Community Schools. 7 p. 1971.

A list of mimeographed materials by George B. Glinke, Director of Year-Round Education in Utica Community Schools.

IKE Films. The 45-15 Continuous School Year Plan. (Filmstrip). Batavia, Illinois. Undated.

Audio-visual description of the 45-15 Continuous School Year Plan from community census to implementation. Describes origin of the plan in the problems of the district, development and advantages of the 45-15 design.

Whitney, H. and Piele, P., comp. Annotated Bibliography on Year-Round School Programs. Eugene, Oregon. Eric Clearinghouse on Educational Administration, Oregon University. 6 p. October 1968. Eric #ED 023 199.

This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects on cost and educational quality of staggered quarter plans, quarter system plans, staggered trimester plans, split trimester plans, trimester system plans, extended K to 12 plans, and summer school plans, as well as give suggestions for implementing such plans.